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ABSTRACT

The Anderson, Indiana, Public Library conducted a Library Literacy Program that employed a 30-hour per week literacy coordinator. The coordinator's duties were to promote public awareness, recruit volunteer tutors and students, establish library collections, provide support and reinforcement to literacy tutors, and coordinate the supply of literacy tutors to the Adult Basic Education, Community Justice, and Work Incentive (WIN) literacy programs. Awareness and publicity techniques used throughout the county included the following: flyers, personal contact with agency staff, letters to churches, speeches and appeals to community groups, and newspaper and radio publicity. The continuing increase in the number of students and tutors was a measure of success. Literacy stations, including collections of materials, were continued in four small public libraries in the county. The project provided support in the form of training of, regular contact with, and reinforcement to literacy volunteers in the small libraries and central library. Tutors were provided for a cooperative community General Educational Development program, literacy programs conducted by local businesses and industries, Community Justice Center, and WIN/Impact program. (Appendixes include a list of a core set of materials, materials from the Intergenerational Intensive Phonics Class, correspondence, and a public service announcement.) (YLB)

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ED335491

FINAL FINANCIAL STATUS AND PERFORMANCE REPORT

LIBRARY LITERACY GRANT OCTOBER 1, 1988 - SEPTEMBER 30, 1989

Part I: General Information

Part II: Narrative Report

Part III: Appendix

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Part I: General Information

Anderson Public Library
111 East 12th St.
Anderson, IN 46016

Donna Cumberland, Project Director, 317-641-2462

Elizabeth F. Carter, Literacy Coordinator, 317-641-2461

R167A80147

$21,111 Grant Amount $21,111 Expended

Part II: Narrative Report

A summary of the LSCA Library Literacy Program for the period, October 1, 1988-September 30, 1989 for the Anderson Public Library is as follows: The Anderson Public Library system proposes the employment of a 30 hour a week literacy coordinator to accomplish the objectives of public awareness and recruitment of volunteer tutors and students, the establishment of literacy collections in four public libraries in the county, the provision of support and reinforcement to literacy tutors and the coordination of supplying literacy tutors to the Adult Basic Education, Community Justice and WIN literacy programs.

Specifically, the objectives of the literacy project for the grant were 1. To promote an awareness of literacy efforts in Madison County and to recruit volunteer tutors and other volunteers including students in the entire Madison County area; 2. To continue literacy stations, including materials collections, in four small public libraries in the county: Alexandria, Elwood, (including Frankton and Summitville branches) Lapel, and Pendleton; 3. To provide support in the form of training, regular contact and reinforcement to literacy volunteers in small libraries in Madison County and in the central library; 4. To cooperate with the Anderson Adult Basic Education program in a follow-up program for literacy students and to provide tutors for a cooperative community G.E.D. program and for other formal literacy projects in the community, and support activities of

volunteer tutors working with Indiana School for the Deaf to develop and implement a training method for the hearing impaired in Madison Co.

The Literacy Coordinator, Elizabeth Carter, who had been instrumental in starting the volunteer Madison County Literacy Coalition and who served as the Literacy Coordinator the previous year was retained to continue the programs which she had initiated.

In addition to her experience on the job, her other qualifications include a bachelor's degree in elementary education and a master's degree in educational counseling , both useful areas of expertise for a job which involves working with volunteer tutors and students of diverse backgrounds and setting up training programs and reinforcement. Mrs. Carter also has been involved in many community organizations and possesses the necessary speaking and writing skills so essential to a position which relies heavily on personal recruitment of volunteers. Mrs Carter has held the job of Literacy Coordinator during the last two grant years and is eminently qualified to continue in that position.

Before proceeding to an analysis of the accomplishments of the goals and objectives of the grant, it seems appropriate to mention a that the actual amount of money spent for salary was greater than proposed. The program has grown so that the time spent was well over the allotted 30 hrs. a week. It is hoped that the 8 hr. a week clerk that is

provided for in the '89-'90 grant will alleviate this imbalance. It is one of the problems in having to write the new grant before the current one has begun. Most of the extra salary money came from the materials budget. As we have already started a large core of materials this money was not needed for more materials at this time.

The remainder of this Performance Report will evaluate the accomplishments of the program during the grant period in connection with the four objectives which were enumerated on the first page of the narrative. Data and lists which substantiate the objectives are included in the Appendix in the order in which they are referred to in the narrative.

Objective 1: To promote an awareness of literacy efforts and to recruit volunteer tutors and students in Madison County.

Awareness and publicity techniques used throughout the county were diverse in nature. In the beginning stages, separate flyers aimed at tutors and students were hand delivered by the Literacy Coordinator and volunteer members of the Madison County Literacy Coalition to community social service agencies and public buildings where bulletin boards existed. These buildings included the Y.M.C.A., Y.W.C.A., groceries, laundramats, license branches, City Hall, County Courthouse, libraries, banks, drugstores, general stores, senior citizen's centers, welfare offices, and armed forces recruitment centers.

Special personal contact was made by the Literacy Coor-

dinator with staff members of agencies who might encounter prospective students, including welfare, WIN program, Salvation Army, armed forces recruiters, public employment agencies, Vocational Rehabilitation and W.I.C.
Flyers were also distributed in 9000 grocery sacks of the major grocery chain in the county area during Literacy Month and 7000 bookmarks were sent home with all elementary students in the Anderson Community, Alexandria, Lapel and Elwood School systems. Copies of the general recruiting flyers,the grocery flyer and the school flyer are included in the Appendix.

In the summer preceding Literacy Month, a letter was sent to 245 churches in the Madison County area with a dual purpose of offering programs on literacy to church groups and recruitment of tutors and students. A copy of the letter appears in the Appendix.

Speeches and appeals to community groups were made throughout the year by the Literacy Coordinator and by the student, Ed Castor, who also serves on the MCLC board. These groups included church organizations, service clubs and groups, such as senior citizens organizations, that contained a large percentage of the targeted population. A complete listing of these contacts, along with numbers of minority, female and over 55 audience members is included in the Appendix.

The traditional method of newspaper and radio publicity was, of course, also used and samples of newspaper

articles are included. Some sample radio PSAs are also included in the Appendix.

A video PSA was made with the help of Delco Remy Division of GM. A copy of that PSA is included. The PSA features Ed Castor in a Delco plant urging others to learn to read. The state wide hotline number was included on the tape. The tape was distributed widely to TV channels in the Indianapolis area. Appearances by Mr. Castor, in print, video or in person are our most effective way of reaching new readers or new tutors.

Brochures publicizing the existence of literacy efforts in the county and recruiting students and tutors were also developed and a copy is enclosed.

All of these public awareness techniques were very successful judging by the increase in the number of both tutors and students during the grant period of Oct., 1988 to Oct., 1989. A list of tutors and students in the program in October, 1989 is contained in the Appendix with age, sex and ethnic information included. A composite of these figures is as follows:

STUDENTS, 1986		1987	1988	1989
Total:	65	283	470	578
Minority:	25	83	133	173
Female:	33	136	200	252
Over Age 55:	3	23	37	44

TUTORS, 1986		1987	1988	1989
Total:	78	252	337	444
Minority:	1	7	8	13
Female:	49	203	272	351
Over Age 55:	35	134	170	212
Handicapped:	1			
Former Student	1			

A measure of the success of the grant is the continuing increase in the number of students and number of tutors. In the student population, the percentage of minority and female remained about the same during the grant period, but the number of older students increased appreciably. Due to a concentrated effort on the part of the Literacy Coordinator, the number of minority tutors increased as did the percentage of over 55 tutors. The recruitment of older tutors was helped by the RSVP program which is sponsored by the Outreach Dept. of the library. Our programs complement each other well. The literacy program is especially helped by the recognition that the RSVP program is able to give it's volunteers. We were pleased to recruit and train more minority tutors, but were disappointed that they have been unsuccessful in tutoring from within the Black community. The community is small enough that even though the tutor might not know the student, the student knows and is embarrassed by being contacted by the tutor. Will work on this problem.

The Literacy Coordinator is especially pleased with the literacy student who has become a member of the local literacy board. Ed Castor, who was Indiana's representative to the Literacy Congress in Philadelphia, was appointed to the board of the Madison County Literacy Coalition. He serves actively on the board in charge of student support. In this capacity he has promoted a student support group which has been very effective in helping students have a voice in solutions to the literacy problem. Mr. Castor serves on the

Indiana State Literacy Coalition Board. He has been active in promoting literacy by speaking throughout the state and by attending the Laubach Conference in San Diego where he took an active part in student affairs. Mr Castor was given a national award by Laubach for in work in literacy. He has since served as the facilitator to the Indiana Student Congress and at the 2nd National Student Congress. He was asked to attend a national literacy conference in Jackson, Miss. and to help with a literacy Congress in Kentucky. Mr. Castor's many literacy talks are listed in the Appendix. I know it is not within this grant year, but we are so proud that Mr. Castor's efforts on behalf of literacy have been recognized by President Bush who chose him as his **9th Point Of Light.**

Our plan to work with the hearing impaired is only now, with a state wide grant for special training for tutors for the deaf, becoming a reality. Two tutors have been trained and local training is in the planning stages.

Objective 2: To continue literacy stations, including materials collections, in four small public libraries in the county. Literacy stations which were established during the previous grant year were expanded and materials were collected at the Summitville and Frankton branches of the Elwood Library. We have expanded our literacy space in the new library. Office space for tutor and student conferences and space in the library for tutoring are a new experience enjoyed by tutors and students. The library has helped us to

prepare a room in the library's unfinished in which to hold the intergenerational class. A core collection of materials used with students is maintained for each library. Supplemental materials, which are items purchased from the Laubach publishing house of New Reader's Press and other publishers producing materials for new readers were also purchased and housed in the central library and the four County libraries including the new Elwood branches. A core collection of materials was also collected for the Outreach bookmobile.

The bookmobile is servicing several off site ABE classes around the county to supplement classroom materials with high interest-low vocabulary reading material. These collections were widely used by the volunteer tutors both for themselves and in their interaction with their students. Students are beginning to become active library users themselves.

A new facet of our program centers around the local Lion's Club gift of a computer and the HEC software, **Discover Intensive Phonics for Yourself,** by Charlotte Lockhart. The computer is housed in the library's Audio-Visual Dept. and is available to all library patrons. The computer is widely used (402 times since 1/89) by literacy students supplementing their tutoring sessions, students wanting to improve their reading on their own, children wanting to improve their phonics or spelling, parents and children together and ESL patrons. The program is not monitored so

that a student may use the program without anybody knowing if they are a new reader or a tutor brushing up on the phonics teaching method. The A.V. staff has is very enthusiastic about the program. It has helped more of the library become a part of the literacy movement. One more example to show how libraries are not just book depositories.

A list of the collections of core materials and of supplemental materials separated into fiction and non-fiction offerings is included in the Appendix.

The New Readers Support Group was formed by our student representative, Ed Castor, with the continuing support of the literacy coordinator. The meetings are held at 4:30 on the 3th Mon. This makes the meeting during daylight hours and after the MCLC news letter is delivered. The meetings are open to tutors and students. This year we were proud have graduation ceremonies at a winter meeting and again at the June picnic. We are still struggling to have good attendance at these meetings unless we are planning a party and have strong support from tutors. Even with having a student in charge, leadership in preparing for the meetings and in publicizing them seems to be a tutors lot. One student began writing news articles for the news letter, but she was rather hit and miss about doing this. Our most effective method of publicizing the meetings is the use of a brightly colored flyer mailed in the news letter.

The newsletter provides support to tutors and to students who choose to receive it. The newsletter is written

each month after the MCLC board meeting and is a valuable tool for reaching tutors. The student support group has a reporter write about their meetings each month and students occasionally submit poems and essays. The newsletter provides another way for the students to have a "voice".

A New Readers Book Club has been a more effective way to give students a "voice". They have met each month since they started in Sept. '87. Leadership is provided by a volunteer tutor, Judith Singer. The 5 women and one man choose short stories, Bible readings, or the books from our literacy materials. They read and discuss these materials. One of the features that they all seem to enjoy is a chance to read out loud. They all voice the feeling that they have gained so much confidence in themselves that they are able to take a more active part in other activities such as church and community groups.

The group expanded into two groups in Sept. of this year. From 10:00AM to 11:00 AM they are The New Readers' Book Club and from 11:00AM to 12:00 they are the Happy Go Lucky Homemakers. They have become an active group in the Madison County Home Extension program. Our Home Extension office has been trying for years to involve the Black community in their programs and is delighted to have a beginning with our new readers.

Objective 3: To provide support in the form of training, regular contact and reinforcement to literacy volunteers in small libraries and the central library.

Training of volunteer tutors in the chosen Laubach method was a priority of the program at the beginning of the grant period, since a waiting list of recruited students existed. During the grant period, the team of volunteer trainers conducted six 12 hour training sessions for 107 volunteer tutors. A composite is as follows:

Nov. 1 & Nov. 3, 1988 Total: 31; Female: 24; Minor 1; 55+ 19

Jan. 14 & Jan. 21,1989 Total: 28; Female:23; Min. 12;55+ 10

Jan. 24,26,31,Feb 2, Total:6; Female:3; Min.1; 55+ 6

Mar. 7 & 9 Total: 8; Female 8; 55+ 4

April 29 $ May 6 Total: 6; Female:4; Min. 1; 55+ 1

Sept. 19 & 21 Total: 25; Female 19; Min. 2; 55+ 7

The Jan. 24-- training sessions were conducted at the request of a local nursing home. The participants were patients of the nursing home, a nursing home volunteer, and an elderly tutor. We were disappointed in that the nursing home person who requested that we come didn't screen her patient's. Two of them were not really able to succeed in the training and were frustrated by it. The short training segments were just right for the other elderly tutors. One of the nursing home patients is tutoring a fellow patient. We will try this again ,if asked, but will know to insist on having the home be aware that the tutors need to be able to both see and hear well.

Additional training and support was provided by the Indiana Adult Education Resource Center and Literacy Clearinghouse in several workshops. The most notable of which

was the training provided to become National Issues Forum Discussion Leaders. The Project Director, Donna Cumberland, and the Literacy Coordinator, Elizabeth Carter both took the NIF training. In July the coordinator and two literacy students went to Oxford Ohio to take further training. Two NIF discussions have been held at the Delco Remy/UAW Joint Education Program for the ABE classes which are being conducted there.The two literacy students and the lit. coor. participated as co-leaders for the discussions. This program will continue as another way of involving the new reader.

The Indiana State Literacy Coalition sponsored a state-wide meeting for literacy providers which featured a student congress. Eight of our tutors and 15 students took advantage of the opportunity to share ideas.

The grant provided for monthly visits by the Literacy Coordinator to the four county libraries for consultation and support opportunities with the volunteers in that area. These monthly proved to be beneficial times to interact with the four librarians and their staffs. However, volunteers seldom took advantage of personal contact with the Coordinator although she could then bring them materials and answer their questions in note form.

Support was provided to volunteers through regular tutor meetings held at the Anderson Library and local meetings at the Elwood, Alexandria and Pendleton library. These meetings provided the tutors with a chance to receive additional training and to interact with one another concerning their

experiences with their students. It was often difficult to get many of our tutors to come to tutor meetings. It was decided to schedule a regular meeting about three weeks after each training session. a regular program was planned as well as time to share experiences. This program was announced in the news letter and each new trainee addressed himself a post card to remind him of the meeting. We were pleased that this method seems to help get more tutors to the meetings.
Two workshops were held to review SB III &IV.

As you can see by the Appendix, our numbers of ESL students is growing. We asked our ABE program to help us with the training of volunteers in this area. A workshop was held and many tutors who were working by the " seat of their pants" gained some new skills and confidence. At our prodding the ABE program also established an ESL class which meets at the library twice a week throughout the school year with a licensed teacher. The library sponsored family literacy get-togethers for the ESL students during the summer.

Our Annual Meeting this year featured Dr. Bob Laubach as our guest speaker. This meeting continues to be a high light of the year as students and tutors attend andat each other on the back.

Objective 4: To cooperate with the Anderson Adult Basic Education program in a follow up program for literacy students and to provide tutors for a cooperative community G.E.D. program and for other formal literacy projects in the community.

Cooperation with other agencies has always been a strong focus of the Madison County program with representatives from all literacy providers on the board of the Madison County Literacy Coalition. This allows all agencies to interact and help each other in their literacy efforts.

Initially, the Literacy Coordinator made contact with the director of the local Adult Basic Education program with an offer of tutors to help those students in the program who were not reading at the 5th grade level. At this time, a cooperative G.E.D. program with A.B.E., the local General Motors plant and United Auto Workers was started; immediately a need for additional reading tutoring became apparent and the Literacy Coordinator provided 10 volunteer tutors who helped on an individual and group basis with beginning readers. Involvement grew until a process of entering all students in the volunteer program as A.B.E. students was initiated.

After a year of providing volunteer tutors for the Delco/UAW ABE program, tutors were trained who were in the education program as a part of the job bank. Four tutors have now been trained and are available,on site, for literacy tutoring as well as more advanced tutoring in GED skills. This is a unique way to keep laid off workers gainfully employed. The Literacy Coordinator gives support and recommends teaching strategies and materials on request.

The training of NIF leaders and the convening of NIF programs are other means by which the 2 programs cooperate.

During this grant we began to have students complete our lit. program and make the transition into ABE classes. We continue to give feedback to our ABE program about ways in which they might better serve our adult new readers.

Another literacy provider in the community is the Community Justice Center which offers literacy training to ex-offenders and inmates in the local county jail. From the beginning, tutors trained as volunteers worked with the jail G.E.D. program and did individual tutoring with C.J.C. clients. This year we continue to have tutors working with this population and have had two ex-offenders trained as tutors in the prison system, serve as tutors in our program.

Cooperative efforts with other community organizations have resulted in frequent referrals of students from the federally sponsored WIN/Impact program, Total 40.

It was the need for tutors to help the WIN clients which sparked the development of our Intergenertional Phonics class. The class is based on Lockhart's **Discover Intensive Phonics For Yourself**. It is taught in a group setting to parents and children together. The library has classes in 8 week segments throughout the year and has found using the SORT both pre- and post- class that reading levels have been improved from a minimum of 3 months to 3 years. See Appendix for class info.

The original grant application provided for a follow up program for students graduating from the Laubach program. Three students took advantage of the **Spotlight On Literacy**

during the last grant period. **Spotlight on the Bible** was offered Jan. '89 for 25 sessions from Jan. 1-April. The class was greeted with enthusiasm by 5 students, but was completed by only one person. We learned that we need to hold our classes in area that is more central in our community. The classes were held in a suburban church which was a familiar place for the tutor, but too far removed from the students' own territory for them to be comfortable. Live and learn!

PART III: APPENDIX

A core set of materials was established at each of the four targeted libraries. Materials were added this year at Frankton and Summitville as well the Outreach Bookmobile.Having materials in each community made helped promote the literacy movement by making people aware etc.Materials not housed at the branch locations were made available through bi-weekly visits by the literacy coordinator.
LIBRARIANS AND LIBRARIES

NANCY NORRIS ALEXANDRIA PUBLIC LIBRARY,117 E. CHURCH ST., ALEXANDRIA,IN 46001.
STEVE MARTIN ELWOOD PUBLIC LIBRARY, 124 N. 16TH ST. ELWOOD, IN,46036
JANE AXLINE,PENDLETON PUBLIC LIBRARY, 424 E. STATE ST. PENDLETON, IN,46064.
MARYLIN SHAW, LAPEL LIBRARY, 610 Main St Lapel, IN
Frankton Community Library 210 S.Washington, Frankton,IN
Summitville Community Library 103 n. Main , Summitville,IN
CORE MATERIALS

Charlotte Lochart's Discover Intensive Phonics for Yourself
LAUBACH READING, NEW READERS PRESS
SKILL BOOK 1,2,3,4
TEACHERS MANUAL SB1,2,3,4
IN THE VALLEY
CITY LIVING
CHANGES
PEOPLE AND PLACES
CHECKUPS FOR SB1,2,3,4
DIPLOMA 1,2,3,4
MORE STORIES 1,2,3,4
PAT KING'S FAMILY
FIVE DOG NIGHT
THE MANY EARS OF CB RADIO
TWO FOR THE ROAD
CROSSWORD PUZZLES FOR SB 1,2,3,4

LWEWORKBOOK 1,2,3,4
FOCUS ON PHONICS WB 1,2A,2B,3,4
FOCUS ON PHONICS TM 1, 2A, 2B, 3, 4
WRITING ME
CURSIVE WRITING WB
CURSIVE WRITING TM
MACHINE AGE RIDDLES
SIGNS AROUND TOWN
LABEL TALK
READ THE INSTRUCTIONS FIRST
YOUR DAILY PAPER
IT'S ON THE MAP
LET'S LOOK IT UP
CAUTION FINE PRINT AHEAD
A DREAM WITH STORMS
TAKE CARE OF MILLIE

BEN'S GIFT
THE OTHER SIDE OF YELLOW
OUT OF THE ROUGH
A NEW LIFE
THE FREEDOM SIDE
JUST ONCEE
IN AND OUT THE WINDOWS
ALONG THE GOLD RUSH TRAIL
LAST CHANCE FOR FREEDON
THE LADY IN PINK
NOBODY WANTS ANNIE
NIGHT ONE 'GATOR CREEK
OUR UNITED STATES
OUR UNITED STATES WB
OUR UNITED STATES TM
TEN PSALMS
THE STORY OF JESUS PART:1,PART2 AND PART:3
STUDDYING FOR A DRIVERS LICENSE
TAKING THE WHEEL
BECOMING A CAR OWNER
USING A CHECKING ACCOUNT

COMPLETE LIST OF MATERIALS AVAILABLE THROUGH THE MAIN LIBRARY LITERACY PROGRAM FOLLOWS

LAUBACH MATERIAL SAME AS ABOVE PLUS
 CHALLENGER READING SERIES
IN THE KNOW READING SERIES
DLWR DIAGNOSTIC INVENTORY
LWE/ESOL SB 1,2,3
LWE/ESOL TM 1,2,3
WRITE ALL ABOUT IT
WRITE ALL ABOUT IT TM
WRITING TO OTHERS
WRITING TO OTHERS TM
FILLING OUT FORMS
FILLING OUT FORMS TM
EVERYDAY READING AND WRITING
EVERYDAY READING AND WRITING TM
WRITING ACTIVITIES FOR NEWSPAPER READING
RUMMI-WORD CARD GAME
I WISH I COULD WRITE
USING LANGUAGE EXPERIENCE WITH ADULTS
OXFORD PICTURE DICTIONARY
OXFORD PICTURE DICTIONARY WB
OXFORD BEGINNING WB
GAMES AND BUTTERFLIES
USING READABILITY

PUBLIC AWARENESS PROGRAMS

GROUP	# REACHED	MINORITY	F.	55+
MADE VIEO PSA	4 TV STATIONS			
ED CASTOR	TV PROGRAM			
LIBRARY OPEN HOUSE	?			
FRANKTON HIGH SCHOOL	10			
CHURCH GROUP	20		20	15
CHURCH GROUP	50		40	15
WOMEN'S CLUB	15		15	15
STATE CONFERENCE				
ROTARY	45	2	10	25
KIWANIS	30		3	10
CHURCH CONFERENCE	10	2	5	1
WHUT RADIO	?			
KIWANIS	8			2
WOMEN'S CLUB	15			15
ANDERSON UNIVERSITY	20	3	10	
DAR	20		20	15
WOMEN'S CLUB	14		14	12
CHURCH GROUP	30		20	30
JIM DANDY RADIO				
GUIDE TRAINING CENTER	120			
DELCO UAW #662	95			
BLACK EXPO	?	?		
TIPTON LIBRARY	10	4		
LITERACY CONGRESS D.C				

1990 INTERGENERATIONAL INTENSIVE PHONICS CLASS SCHEDULE

The library is again offering Intensive Phonics classes for children and their parents. The class is designed to help parents to help their children to become better readers and spellers through the use of Charlotte Lockhart's, Discover Intensive Phonics for Yourself. The method concentrates on teaching phonic and decoding skills through the use of nonsense syllables. It is all taught at the chalk board. Parents and children are partners in the learning experience.

The classes meet over a six or eight week period for a total of 32 hours. The cost of the class is $80.00 per family. Financial aid is available for those unable to pay the fees. The winter, summer and fall schedules are as follows:

January 8-March 1

6:30pm-7:30pm Mon-Thurs.

April 2-May 11

2 hours Monday-Friday
Time to be decided.

April 17-June 8

3:30-5:30 Monday-Thursday
6:30-7:30 Monday-Thursday

July 16-August 24

2 hour morning or afternoon
6:00-8:00 Monday-Friday

October 8-November 16

3:30-5:30 Monday-Thursday
6:00-8:00 Monday-Thrusday

Parents may register and make an appointment for a pre-test by calling Sue Carter at the Literacy Office of the Anderson Public Library. (641-2461)

CONGRATULATIONS! Your family has been accepted to participate in the Anderson Public Library Intergenerational Reading and Phonics Class. We hope the coming weeks will be a rewarding learning experience for both children and adults.

Our Reading and Phonics Program was developed in 1988 under the guidance of Sue Carter, Literacy Coordinator. A pilot class of seven weeks was planned. Due to the large enrollment of students, three separate classes were held. The results were outstanding. Classes were held again in the fall of 1988 and in the spring and summer of 1989 - all with exciting results. Classes are now offered in the winter, spring, summer and fall.

We continually strive to improve our program by inviting comments from all participants. Please feel free to talk with Sue or your instructor. Your suggestions are important to our growth.

To help make this a positive learning event for your family, we offer the following tips:

1.) **READ! READ! READ!** Research confirms people improve reading skills by reading a lot. "Reading achievement is directly related to the amount of reading people do in school and outside." (From *What Works. Research About Teaching and Learning.* [1986] Washington D. C., U. S. Office of Education.)

As part of the coursework, you will be asked (given the opportunity) to record your outside reading on personal reading charts provided in the classroom. You may select your own books, books from school or books of different reading levels located in the classroom and throughout the library to read and record on your chart.

2.) **BE ON TIME.** It is best to arrive at least ten minutes before starting time. This will insure you a full period of instruction. Please go to the restroom before class starts.

3.) **BE IN CLASS EVERY DAY.** Each lesson is based on the previous day's lesson. In our limited time, it is difficult to repeat lessons. We need to cover a specific amount of material.

4.) **READ ALL HANDOUTS.** You will be given many handouts. These handouts will aid you in remembering lessons and help you to complete any homework easily and correctly.

5.) **RETURN HOMEWORK PROMPTLY.** The instructor needs to know if the skills taught are fully understood. Parents and children are encouraged to work together to complete homework.

6.) **Everyone** is expected to participate in class work.

Families will work together under the guidance of the instructors. Our aim is to establish a post-class continuing working relationship between parent and child. Instructors will be on hand to encourage you and correct any errors. Direct help will be given when needed.

7.) **PATIENCE** - while waiting for instructors to move around the room to check work or while younger members of the class finish writing - is greatly appreciated.

8.) Families are expected to maintain discipline in their own group.

9.) The library has a computer with the Discover Intensive Phonics for Yourself courseware in the Audio-Visual Room. As you enter the building, the Audio-Visual Room is located off the lobby, to your right, past the circulation desk. The program is designed to be used by readers and non-readers alike. You may repeat any lesson until you are certain of your skill. Lesson one on the computer is an introduction to the program and computer operation. The Audio-Visual staff will be happy to explain how to use the computer to your family. **IT MAY BE NECESSARY TO RESERVE COMPUTER TIME.**

10.) The following page is a general outline of the class with the corresponding computer lesson. It would help to reinforce class lesson by use of the computer. You may want to check off lessons as they are completed in class.

September 5, 1989

Dear Pastor,

September is Literacy Month. The Madison County Literacy Coalition is celebrating by having Dr. Robert Laubach speak to us at our Annual Meeting. You and you congregation are invited to meet Dr. Laubach at any of the literacy activities listed on the enclosed flyer.

The Madison County Literacy Coalition has been working to help erase illiteracy since 1985. There are still people who don't know that one-on-one free tutoring is available or that there is a growing need for tutors. You can help by informing your congregation through the enclosed flyers or by scheduling one of our tutors or students to speak to your congregation through the pulpit, church, Sunday School classes etc.

Many churches are contributing to literacy through the use of tutoring space. Our greatest need is to get the word out to people who need help or want to help. Our schedule for training tutors is included. Please make this schedule available to your congregation. There are more than 100 people on our waiting list wanting to improve their reading skills. We always need more tutors, as our list never seems to get shorter!

Our tutors have found that teaching someone to read is a real ministry that can be accomplished by the layman right here in Madison County. Become a part of the solution to illiteracy by helping your congregation become aware that there is help available and that they can be a part of that help.

Please call me (641-2461) for more information about how you can help erase illiteracy.

Sincerely,

Sue Carter
Literacy Coordinator
Anderson Public Library

November 6, 1989

A Holiday Greeting To Our Friends In Radio;

As this season rapidly approaches and 1989 draws to a close, we wish to thank you for your support during the last year. The achievements which we have been able to make in increasing the number of Tutors trained, and calls from non-reading adults, is due in large measure to your help and the effectiveness of your station and the audience you reach.

Enclosed is a Public Service Message to our adult non-readers for broadcast in December. We realize at this time of year you have a great increase in paid advertising and public service announcements. Any time you can allow us will be appreciated.

Recently we read a clever meaningful poem, "FANTASY ISLAND". It is written about volumetric which is not your primary function, however, your time given to Madison County Literacy Coalition and other messages which you broadcast for those in need, does relate to the word "volunteer" or choosing to help for no compensation. We share it as our greeting to you-

Reason For The Season

Many will be shocked to find, when the day of judgement nears
That there's a special place in Heaven set aside for Volunteers.
Furnished with big recliners, satin couches and footstools;
Where there's no committee chairman, no group leaders or car pools.
No eager team that needs a coach, no bazaar and no bake sale;
There will be nothing to staple. Not one thing to fold or mail.
Telephone lists will be outlawed, but a finger snap will bring cool drinks and gourmet dinners, and rare treats fit for a King.
You ask, "Who'll serve these privileged few, and work for all their worth?"
WHY ALL THOSE WHO REAPED THE BENEFITS, AND <u>NOT</u> <u>ONCE</u> VOLUNTEERED A GOOD DEED ON EARTH.

With best wishes,

Doris Welsh, Public Relations Asst.
Elizabeth Carter, Literacy Coordinator

November 6, 1989

Submitted: Three Public Service Announcements For Rotation
(or your choice of one)

SUBJECT: LEARN TO READ
ADULT NON-READERS

PUBLIC SERVICE ANNOUNCEMENT FOR BROADCAST

START DATE: NOVEMBER 20, 1989 END DATE: DECEMBER 16, 1989

HAPPY HOLIDAYS FROM THE MADISON COUNTY LITERACY COALITION.
OFFERING YOU THE GIFT OF A LIFETIME...
LEARNING TO READ! FREE PRIVATE LESSONS TO ALL
NON-READING ADULTS, CALL SUE, (317) 641-2461 ANDERSON PUBLIC
LIBRARY. READING IS A PRICELESS GIFT.

PUBLIC SERVICE ANNOUNCEMENT FOR BROADCAST

THE MADISON COUNTY LITERACY COALITION SAYS, "YES
THERE IS A SANTA CLAUS"...FOR ADULT NON-READERS.
FREE PRIVATE LESSONS "THE EACH ONE TEACH ONE WAY"
CALL SUE, (317) 641-2461 ANDERSON PUBLIC LIBRARY
START UNWRAPPING YOUR GIFT...A CHANCE TO READ!

PUBLIC SERVICE ANNOUNCEMENT FOR BROADCAST

IS LEARNING TO READ ON YOUR CHRISTMAS LIST??
MADISON COUNTY LITERACY COALITION CAN MAKE THIS
WISH COME TRUE FOR YOU-NON-READING ADULTS,
FREE PRIVATE LESSONS, CALL SUE, (317) 641-2461
ANDERSON PUBLIC LIBRARY, READING MAKES MANY
WISHES COME TRUE.